

# Career Preparation

## Maine Learning Results Scoring Guide

**Performance Standard:**      **B. Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.**

**Performance Indicator:**      **Secondary** - Use a career planning process that includes self assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.

**Performance Task:**      Develop a career portfolio that gives employers a complete picture of who you are - your experience, your education, your accomplishments, your skill sets - and what you have the potential to become. The portfolio should be kept in a professional three-ring binder and include a table of contents and a system to separate the various parts of the portfolio. The portfolio should include the categories identified in the following rubric -

<i><b>Scoring Rubric</b></i>	<b>DOES NOT MEET THE STANDARD</b> “part of the skill part of the time”	<b>PARTIALLY MEETS THE STANDARD</b> “part of the skill all of the time or all of the skill part of the time”	<b>MEETS THE STANDARD</b> “all of the skill all the time”	<b>EXCEEDS THE STANDARD</b> “all of the skill all the time with increased sophistication”
<b>Career Summary and Goals</b>	The student is <b>not</b> able to provide 1) a description of what he or she stands for (such as work ethic, organizational interests, management philosophy, etc.) or 2) a description of where the student sees her or himself in two to five years.	The student is able to provide 1) a description of what he or she stands for (such as work ethic, organizational interests, management philosophy, etc.) <b>or</b> 2) a description of where the student sees her or himself in two to five years.	The student is able to provide 1) a description of what he or she stands for (such as work ethic, organizational interests, management philosophy, etc.) <b>and</b> 2) a description of where the student sees her or himself in two to five years.	
<b>Resume</b>	The student is <b>not</b> able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	The student is <b>partially</b> able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	The student is able to provide a summary of his or her education, achievements, and work experience, using a chronological or functional format.	

<b>Skills, Abilities and Marketable Qualities</b>	The student is not able to provide an examination of her or his skills and experience.	The student is able to provide a simple outline examination of her or his skills and experience. This section includes some, but not all of the following: the name of the skill area; the performance or behavior, knowledge or personal traits that contribute to the students success in that skill area; the students background; and specific experiences that demonstrate his or her application of the skill.	The student is able to provide a detailed examination of her or his skills and experience. This section includes the name of the skill area; the performance or behavior, knowledge or personal traits that contribute to the students success in that skill area; the students background; and specific experiences that demonstrate his or her application of the skill.	
<b>Samples of Your Work</b>	The student is not able to provide a sampling of his or her best work.	The student is partially able to provide a sampling of his or her best work by including some of the following - reports, papers, studies, brochures, projects, presentations, etc.	The student is able to provide a sampling of his or her best work, including reports, papers, studies, brochures, projects, presentations, etc.	Besides print samples, you can also include CD-ROMs, videos, and other multimedia formats.
<b>Testimonials and Letters of Recommendation</b>	The student is not able to provide a collection of kudos she or he has received.	The student is partially able to provide a collection of kudos she or he has received from customers, clients, colleagues, past employers, or teachers/professors.	The student is able to provide a collection of kudos she or he has received - from customers, clients, colleagues, past employers, teachers/professors, etc.	
<b>Awards and Honors</b>	The student is not able to provide a collection of some of the certificates, awards, honors, and scholarships he or she has earned.	The student is able to provide a collection of some of the certificates, awards, honors, and scholarships he or she has earned.	The student is able to provide a collection of the certificates, awards, honors, and scholarships he or she has earned.	
<b>Conference and Workshops</b>	The student is not able to provide a partial list of conferences, seminars, and workshops she or he has participated in and/or attended.	The student is partially able to provide a list of conferences, seminars, and workshops she or he has participated in and/or attended.	The student is able to provide a list of conferences, seminars, and workshops she or he has participated in and/or attended.	
<b>Transcripts, Degrees, Licenses, and Certifications</b>	The student is not able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	The student is partially able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	The student is able to provide a description of relevant courses, degrees, licenses, and certifications he or she has earned.	

<b>Military Records, Awards, and Badges</b>	The student is not able to provide a listing of his or her military service, if applicable, to include ROTC programs or other military related activities.	The student is partially able to provide a listing of his or her military service, if applicable, to include ROTC programs or other military related activities.	The student is able to provide a listing of his or her military service, if applicable, to include ROTC programs or other military related activities.	
<b>References</b>	The student is not able to provide a list of three to five people who are willing to speak about her or his strengths, abilities, and experience.	The student is able to provide a list of three to five people who are willing to speak about her or his strengths, abilities, and experience. At least one reference is a former manager (employer if you are or have been employed either full time, part time, or as a volunteer).	The student is able to provide a list of three to five people (including full names, titles, addresses, and phone/e-mail) who are willing to speak about her or his strengths, abilities, and experience. At least one reference is a former manager (employer if you are or have been employed either full time, part time, or as a volunteer).	